



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2009–2010: Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2009 (Grade 3–8), spring of 2010 (High School), and spring of 2009 (Alternate Assessment).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013–2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008–2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2010-2011 NCLB Report Card

School: Viola Rand School

SAU: RSU 34

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2010-2011 NCLB Report Card



School: Viola Rand School
SAU: RSU 34
Grade: 03



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009						65						
	2009-2010	16	15	94	93	85	73	33	60	0	7	15	0
Female	2008-2009						70						
	2009-2010	8	7	88		85	76						
Male	2008-2009						60						
	2009-2010	8	8	100		85	69						
Caucasian/White	2008-2009						66						
	2009-2010	15	15	100	93	87	74	33	60	0	7		
African American/Black	2008-2009						42						
	2009-2010	0	0				46						
Hispanic	2008-2009						51						
	2009-2010	0	0				58						
Asian or Pacific Islander	2008-2009						66						
	2009-2010	1	0	0			71						
American Indian or Native Alaskan	2008-2009						64						
	2009-2010	0	0				66						
Economically Disadvantaged	2008-2009						53						
	2009-2010	5	5	100		83	62						
Migrant	2008-2009						67						
	2009-2010	0	0										
Students with Disabilities	2008-2009						36						
	2009-2010	2	1	50		59	38						
Limited English Proficient	2008-2009						40						
	2009-2010	0	0				45						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

<1 is printed for 2009-2010 data when the percentage rounds to 0.

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School: Viola Rand School
SAU: RSU 34
Grade: 04



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009						71						
	2009-2010	13	13	100	77	71	67	8	69	23	0	12	1
Female	2008-2009						75						
	2009-2010	5	5	100		73	71						
Male	2008-2009						67						
	2009-2010	8	8	100		70	63						
Caucasian/White	2008-2009						71						
	2009-2010	12	12	100	75	73	68	8	67	25	0		
African American/Black	2008-2009						53						
	2009-2010	0	0				43						
Hispanic	2008-2009						66						
	2009-2010	1	1	100			59						
Asian or Pacific Islander	2008-2009						71						
	2009-2010	0	0				71						
American Indian or Native Alaskan	2008-2009						60						
	2009-2010	0	0				64						
Economically Disadvantaged	2008-2009						60						
	2009-2010	3	3	100		69	56						
Migrant	2008-2009						67						
	2009-2010	0	0										
Students with Disabilities	2008-2009						43						
	2009-2010	5	5	100		44	34						
Limited English Proficient	2008-2009						47						
	2009-2010	0	0				46						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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2010-2011 NCLB Report Card



School: Viola Rand School
SAU: RSU 34
Grade: 03



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009						70						
	2009-2010	16	15	94	80	71	62	47	33	20	0	15	0
Female	2008-2009						68						
	2009-2010	8	7	88		60	61						
Male	2008-2009						71						
	2009-2010	8	8	100		81	63						
Caucasian/White	2008-2009						71						
	2009-2010	15	15	100	80	72	63	47	33	20	0		
African American/Black	2008-2009						45						
	2009-2010	0	0				31						
Hispanic	2008-2009						50						
	2009-2010	0	0				52						
Asian or Pacific Islander	2008-2009						70						
	2009-2010	1	0	0			65						
American Indian or Native Alaskan	2008-2009						55						
	2009-2010	0	0				54						
Economically Disadvantaged	2008-2009						58						
	2009-2010	5	5	100		68	50						
Migrant	2008-2009						67						
	2009-2010	0	0										
Students with Disabilities	2008-2009						46						
	2009-2010	2	1	50		41	33						
Limited English Proficient	2008-2009						46						
	2009-2010	0	0				35						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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SAU: RSU 34
Grade: 04



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009						66						
	2009-2010	13	13	100	62	64	62	0	62	31	8	12	1
Female	2008-2009						66						
	2009-2010	5	5	100		57	62						
Male	2008-2009						67						
	2009-2010	8	8	100		72	63						
Caucasian/White	2008-2009						67						
	2009-2010	12	12	100	67	65	63	0	67	25	8		
African American/Black	2008-2009						46						
	2009-2010	0	0				36						
Hispanic	2008-2009						61						
	2009-2010	1	1	100			45						
Asian or Pacific Islander	2008-2009						68						
	2009-2010	0	0				65						
American Indian or Native Alaskan	2008-2009						59						
	2009-2010	0	0				49						
Economically Disadvantaged	2008-2009						54						
	2009-2010	3	3	100		52	50						
Migrant	2008-2009						50						
	2009-2010	0	0										
Students with Disabilities	2008-2009						41						
	2009-2010	5	5	100		28	36						
Limited English Proficient	2008-2009						43						
	2009-2010	0	0				38						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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2010-2011 NCLB Report Card



School:	Viola Rand School
SAU:	RSU 34
Grade:	3-8



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 60%			Average Daily Attendance Target: 92%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	*	99	99	81	79	71	*	99	99	80	69	63	95		95
		98	99		71	69		99	99		68	61			
Caucasian/White	*	99	99	81	79	71	*	99	99	80	69	64			
		98	99		71	69		98	99		68	62			
African American/Black	*	*	97	*	*	49	*	*	99	*	*	36			
		*	97		*	50		*	98		*	38			
Hispanic	*	*	97	*	*	63	*	*	99	*	*	51			
		*	99		*	59		*	100		*	46			
Asian or Pacific Islander	*	*	97	*	*	73	*	*	99	*	*	67			
		*	98		*	76		*	99		*	71			
American Indian or Native Alaskan	*	*	98	*	*	64	*	*	98	*	*	54			
		*	97		*	57		*	97		*	47			
Economically Disadvantaged	*	99	99	*	73	60	*	99	99	*	62	50			
		99	99		61	56		99	99		59	47			
Students with Disabilities	*	98	97	*	52	36	*	98	97	*	32	35			
		94	98		29	28		94	98		19	25			
Limited English Proficient	*	*	96	*	*	48	*	*	99	*	*	39			
		*	95		*	45		*	99		*	35			

E=Elementary Grades 3-5 M=Middle Grades 6-8.

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.



Part I: Professional Qualifications

	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	9	0	4	0	0	0

Part II: Emergency/Conditional Certification

Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2010	0
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Part III: Classes NOT Taught by Highly Qualified Teachers

School Aggregate

Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	3.33
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¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.

See MDOE NCLB –State Report Card MEDMS HQT link: <http://www.maine.gov/education/nclb/reportcard/index.html>